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ABSTRACT

The misuse and misunderstanding of adverbs by nonnative speakers of English are examined, and the approaches of commonly-used grammar texts to these problems are discussed. Two separate studies provide information for examining adverb use: a longitudinal study of the written work of 23 adult students in two low-to-intermediate level intensive classes of English as a second language (ESL), and a cross-sectional study of 22 of 123 students taking a placement examination for an ESL program. Three categories of adverb errors were studied: misplacement, confusion with other form classes (e.g., adjectives), and inappropriate usage. Results of the studies and a comparison of four major approaches to teaching adverb usage indicate that the most common adverb error, confusion between adverbs and other syntactic constituents, receives the most attention in textbooks and also seems to increase in incidence as proficiency increases. It is suggested that current methods for teaching adverbs need to be either substantially revised or redoubled at an early stage of instruction, because they appear to be encouraging errors. (MSE)

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Errors and Adverbs;

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What we teach and

what ESL students actually do

Patricia Dissosway

Patricia Dissosway and Beverly Hartford

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Materials available to teach English adverbs to students of ESL generally fall into three areas: (1) a definition of adverb based on its formal relationship to adjectives, (2) the semantic categories to which individual adverbs belong, and (3) the placement of adverbs within sentences. A study involving low-intermediate and advanced-level learners of English revealed that their written errors in adverb use occurred most often in precisely the area which receives the greatest attention in textbooks, a confusion between adverbs and other syntactic constituents, especially adjectives. Furthermore, incidence of this error type increased as proficiency in English increased. Thus, it appears that our current methods for teaching adverbs are in need of revision, since they encourage errors.

This paper examines how non-native speakers of English misuse or misunderstand adverbs, and then looks to see how those problems are handled in commonly-used grammar books. While significant progress has been made in making the teaching of verbs or other parts of speech coherent and learnable (Azar 1981; Allen and Valette 1977; etc.), much of that work still needs to be done for the teaching of adverbs. As teachers, most of us

have generally limited our adverb teaching to answering those questions that arise in class and assigning a few exercises directly from available grammar texts. One reason for this is that one of the more difficult tasks in studying adverbs is deciding what to study, since 'adverb' as a category is not clearly defined. We will limit our discussion to a series of words which have traditionally been called adverbs, but are by no means a complete delineation of the category adverb. We will not consider transition words (however, moreover), two-part verbs (turn on, cross out), words that have alternately been called prepositions or adverbs (inside, east, left), negatives, interrogatives or the exclamatory adverb how.

METHODS:

There are two separate sources of data for the second language learner adverb errors: (1) a short-term longitudinal study of two low-intermediate ESL classes, and (2) a cross-sectional study of a placement examination for an ESL program with students of all levels of proficiency in English.

1. Longitudinal Study

Subjects were students from two intensive English classes, both at the low-intermediate level with the same teacher and the same texts for writing. This particular level was chosen because it was the first level at which there was regular formal instruction in writing, one hour per day, five days per week. There were twenty-three subjects total, three women and twenty men, with heterogeneous native languages including Arabic, Spanish

and Thai.

All errors related to the use of adverbs came from the written work collected during a seven-week intensive session.¹ Sentences were chosen as the contextual frame because low-level students tend to write in sentences rather than in larger units like paragraphs. Using sentence-level context means that each sentence is a meaningful unit in and of itself and sentences either preceding or following the sentence in question do not contribute to an understanding of the intended meaning of that sentence. (See Huddleston 1971 for a discussion of sentential phenomena in written English.)

2. Cross-sectional Study

The twenty-two subjects were selected from the 123 non-native speakers of English who took the Indiana University Intensive English Placement Test on February 26, 1983. The placement test is used to assign students to one of five levels ranging from beginning to advanced proficiency. We identified three approximate ranges: (1) introductory (the beginning and low-intermediate levels), (2) intermediate (the intermediate and high-intermediate levels) and (3) advanced (the advanced level and those students who scored high enough on the exam to be considered exempt from the English Program).

One section of the Indiana University Intensive

¹We define those errors as cases where the adverb is misplaced or semantically inappropriate or cases where there is an error in some other constituent in the sentence which involves the scope or presence of the adverb (e.g. He arrived tomorrow or Go to anywhere).

English Program Placement Test is a 35-minute essay. Students are directed to choose one of four topics and in the 35-minute period write a three- to five-paragraph essay on the topic they choose. Errors related to the use of adverbs, as defined earlier, were collected from these essays. Of the 123 examinations, only twenty-two papers (or 18%) had such errors.

The data from each group was compared to determine what types of errors could be identified and whether certain types of errors were more characteristic of one proficiency level than others.

CATEGORIES OF SECOND LANGUAGE LEARNER ADVERB ERRORS:

We were able to isolate three basic categories of adverb-related errors: (1) Misplacement, (2) Constituent Confusion and (3) Inappropriate Usage. Within each category, there are various subcategories, proposed as a working model which may need revision as more data becomes available.

[Figure 1 about here]

The first category, that of adverb Misplacement, holds perhaps the fewest surprises of all the categories. Its first subcategory, single adverb misplacement, is neither limited to a particular L1 group nor to a particular level of proficiency in English. Nor can we isolate a specific group of adverbs which is more susceptible to errors of placement than others, although we do note the absence of time and place adverbs from this set of data. More studies and more data will be required to restrict these adverbs absolutely, however.

The second and third subcategories, duplication and use of

two contiguous adverbs, have very little in the way of data, so generalizations about them must be limited. Here is a case where contrastive analysis studies might shed further light on why certain language learners can compound adverbs, either by placing them next to each other (which is severely restricted in English) or by repeating the same adverb in two places within a sentence.² Notice, it doesn't necessarily have to be a sentence-initial/sentence-final match, although all cases we found do use sentence-final position in the duplication.

We might have thought that the incidence of Placement Errors would be higher. However, not only are there a rather small number of such errors, but there are more errors in our second category, that of Constituent Confusion. Constituent Confusion is probably the one which has been most overlooked in other work on adverb problems. We shall discuss this further in our section on grammar texts.

[Figure 2 about here]

Within the area of Constituent Confusion, by far the constituent most often 'confused' with adverb is adjective. In subcategory #1, where adverbs are used where another constituent is appropriate, nine of the eleven examples substitute an adverb

²For example, whereas written English does not easily tolerate sentences like *Also, he also studied French., preferring instead either Moreover, he also ... or In addition, he also ..., native speakers of Spanish claim that their language is not as severely restricted in this regard.

for an adjective. In the other two cases, across should be the verb cross, and recently would be more appropriately the prepositional phrase at this time. Subcategory II, where another constituent is used where an adverb is appropriate, exhibits confusion between adverbs and adjectives in eight of the nine cases. In the remaining example, probability, a noun has been used in place of the adverb probably.

Subcategory III shows more variety. The cases of to here, in anytime, in last year, and on everywhere combine a preposition and a time or place adverb where the adverb alone is sufficient. Last year ago combines two adverb expressions. In the phrase with happy, a preposition is combined with an adjective to give the effect of an adverb. This should not be surprising after the frequency of adverb vs. adjective confusion in subcategories I and II. The final case, detaillly, can be either the addition of an adverb ending (-ly) to a noun or an attempt to mark overtly a sentence modifier. However, the student didn't know that the complete form of that modifier was in detail. The most interesting generalization about this subcategory is its virtual absence at the advanced proficiency level.

[Figure 3 about here]

The final category of adverb-related errors is Inappropriate Usage. This category of adverb-related errors has more subcategories than the other two and is probably the most likely candidate for revision as more data becomes available. Subcategory #1, spelling, represents little more than the reflection of a general spelling problem. It affects adverbs just as it does other parts of speech.

Subcategory II, semantic conflict between adverbs and verbs, is tentative at this point since it suffers from lack of data. In the case of tonight, the scope of arrive is violated, since the composition was written two months after the arrival date. The case of permanently is a problem of aspect more than time, as the present tense with verbs other than be normally denotes habitual action rather than something of permanence.

Subcategory III, confusion involving idioms or fixed expressions, also offers only a few examples. At less is a student's attempt at at least. He understood that the word following at should have a 'minimizing' function of some sort. The problem is an incorrect choice of degree, the comparative less rather than the superlative least.³ 800 years ago and get well are not incorrect, but they are used in inappropriate circumstances.

Subcategory IV, semantic overextensions, involves the cases where too or so are misused in place of very. Similarly, over their is used where there is sufficient.⁴ In the case of after since, the adverb after is necessary, but since is an unnecessary addition. And the phrase in at least a very little part produces a stilted and unnatural effect because both at least and very little have been used in a single phrase.

The final subcategory, V, contains two 'elsewhere' cases-- they just don't fit into any other category without rather unnatural manipulations.

³Alternatively, the use of less for least may be a spelling error, putting this example in subcategory #1.

⁴Their in over their is also a spelling error (subcategory #1).

TEXTBOOK ANALYSIS:

Tables I-III outline the presentation of adverbs in a set of representative grammar texts. Although we extracted all material on adverbs from these texts rather than just that which agreed with our categories of second language learner adverb errors, we will only concentrate here on that material which can be shown to correspond to our error categories.⁵

Because the material we have charted corresponds roughly to the error categories, there are three tables: (1) definition/classification/form corresponding to the error category 'Constituent Confusion,' (2) placement corresponding to Misplacement errors, and (3) inappropriate usage corresponding to errors of Inappropriate Usage. As we will see, the emphases for teaching adverbs are their form, their semantic categories, their placement and their relationship with adjectives.

Table I details what is available for definition/classification/form of adverbs. The first column shows that a majority of texts relate the constituents adjective and adverb. This is almost always done in the form "Add -ly to adjectives in most cases." Some texts, but not all, discuss adjectives and adverbs which have the same form. Even more rarely do any texts discuss the differences in meaning between these adjectives and adverbs.

⁵ Areas that do not correspond to the error categories, but which are represented in more than one text, include: the construction as ... as, use of the infinitive with too and enough, and coverage of the individual adverbs already, still, yet, any-more, such, also, and either.

We remind you of the high number of Constituent Confusion errors we noted involving adjectives and adverbs. We will return to this point later.

The second most popular way of presenting adverbs is by semantic category (time, place, manner, etc.), and there is a problem of inconsistency across texts. For example, Thomas and Martinet (1980:55) present eight kinds of adverbs: manner, place, time, frequency, certainty, degree, interrogative, and relative. Frank (1972:141-145), on the other hand, has nine: manner, place and direction, time intensifiers (a category which includes quantifiers and emphasizees), sentence adverbs, conjunctives, explanatory adverbs, relatives/interrogatives (in one category), and exclamatory adverbs. Even if the names of categories or numbers of categories were consistent, the contents of the categories are discrepant, for example, treating certain directional words as both prepositions and adverbs. This might easily mislead the student, if not the teacher as well, into the belief that some prepositional phrases are equivalent to adverbs or vice versa. And finally, several books we examined dealt only with a limited set of categories--most often place, time and frequency, and manner. Should the student assume from this that these are the only true adverb groups? Still, with all these problems, semantic categories remain a popular way to present adverbs.

Fewer texts, but still a rather respectable number, present the adverb as modifying another constituent (e.g. V, Adj, Adv). Observe the scant number of texts which deal with sentence-modification or verb-modification. Apparently this contrast is

considered of little consequence. We will also return to this point.

Table II, placement, further demonstrates a marked preference for explanation in terms of semantic category, either for the placement of a single category (e.g. "time adverbs can occur sentence-initially or -finally") or for the placement of two or more semantic groups within a single sentence (e.g. "place adverbs follow manner adverbs"). A few texts deal with the order of individual adverbs, rather than categories. And an equally small number of texts deal with verb-auxiliary inversion that occurs when certain adverbs are sentence-initial (for example, I seldom work on Saturdays. alternates with Seldom do I work on Saturdays.)

We can see from Table III that the amount of coverage which corresponds to the subcategories of Inappropriate Usage errors varies widely in grammar texts. Spelling is covered in only a few texts and deals mainly with spelling changes required when the -ly suffix is added. Use of adverbs with specific verb tenses is more often covered, and is one of the subcategories where the meaning of adverbs is considered. However, because of the importance of time in distinguishing verb tenses, the only adverbs normally covered here are those of time and frequency. A more general meaning-related subcategory is what we call "special case" adverbs. These include: else, besides, beside, ever, just, even, rather, quite, and much. 'Semantic overextension' is well represented in texts, with both discussion and exercises involving too, so and very. Finally, 'comparison of adverbs' is most often included in texts, mentioned almost as frequently as the relationship between adjectives and adverbs. This is not surprising,

since in almost all texts the section on comparison of adverbs immediately follows a section on comparison of adjectives.

To briefly summarize the adverb-related contents of textbooks we examined, there is noticeable variation in the depth of coverage for individual categories, and terminology is not always consistent across texts. These are standard problems when teachers work with more than one text for any topic. For adverbs specifically, the teaching emphasis lies in four areas: (1) their form (either with the -ly ending or in comparison), (2) the semantic categories to which they belong, (3) their placement, and (4) their relationship to adjectives.

DISCUSSION:

An initial comparison of the four main ways of teaching adverbs mentioned above and the typology of language learners' errors might give us the impression that we are already doing what we should be doing:

1. Placement errors occur and texts do cover placement.
2. Many of the Inappropriate Usage error types are handled in several grammar texts.
3. There is, for Constituent Confusion errors, a large amount of text material, especially material to relate adjectives and adverbs.

However, there is a distinct possibility that by emphasizing certain things and ignoring others, we are aggravating the number and type of errors students make, not reducing them. There is in particular one area of adverb-teaching that is almost totally neglected, and that is the basic notion of adverb as a part of

speech or constituent in its own right.

We teach adverbs by categorization and comparison--comparison to the category adjective, comparison of one semantic category to another semantic category, comparison of the placement of one category to the placement of another category. But categorization without a clear initial notion of what it is you are categorizing is not sufficient. We have lists of spelling rules, lists of semantic categories, lists of placement rules for them, but no general statement about the nature of the part of speech, adverb.

Without some initial concept of adverb as a functional unit, the student who must learn how to use adverbs is forced to rely on either his native language or on the second language training he receives. Native language transfer produces several undesirable results. First, there are cases where adverbs in English don't correspond to adverbs in the native language or vice versa. Many of our example sentences from the 'mixed constituent' subcategory of Constituent Confusion reflect cases of unsuccessful language transfer. For example, whereas in English our place adverbs often indicate both locus and directionality, in many languages directionality must be overtly expressed and this is often achieved by means of a preposition which precedes the locus adverb. Thus our students who transfer will produce phrases like on everywhere and to here. Parallel cases may be found for time and frequency adverbs and there are even languages where what is an adverb in English is a verbal.

Second, word order differs from language to language. And so, in spite of our teaching various English word placement rules, transfer ensures that errors persist at all levels of English

proficiency. Third, within our category of inappropriate usage, the cases of 'idiom confusion and semantic overextension' are precisely those areas where translation yields inappropriate results. Idioms are rather obviously language specific. What is also language specific is the semantic domain of degree adverbs such as too, very and so.

It would appear that distancing students from their native languages is desirable and yet one of the primary means of doing this is scrupulously avoided when we refuse to present a notion of adverb independent of its form.

The second major problem in adverb teaching is transfer of training. Recall how much of the adverb-teaching material is tied up in the relationship between adverbs and adjectives. Now remember how many Constituent Confusion errors involve exactly that--a confusion between adjectives and adverbs. The easiest way to teach adverb formation is to say "Add -ly to an adjective" but if students have little or no notion of what an adverb is as far as English is concerned, what is to prevent them from perceiving these -ly words as some fancy new kind of adjective?

Now we have a problem because, as we stated earlier, defining adverbs is notoriously difficult. This is precisely because adverb is the grab-bag category of the English language. If we don't want to resign ourselves to a presentation that is nothing more than interminable lists of forms, functions and positions, our only alternative at present is to advance a concept of adverb which distances it as much as possible from other constituents (especially adjective). The greatest point of distance between adverbs and other constituents is in what they can modify. Only

the adverb can modify an entire sentence as well as most sentence-internal constituents. However, only two of the 29 texts we surveyed even mention the notion of sentence modification. Although coverage of modification of verbs, adjectives and other constituents might seem to occur more frequently, in fact presentation of this material is often limited to one or two lines, hardly enough to be explanatory.

The point we argue is not to reject what the texts have to offer, but to recognize that students need more at the earliest stage possible to minimize errors from transfer of training and native language interference and to build a framework into which the essential elements of categorization, placement and usage can be incorporated.

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FIGURE #1:

MISPLACEMENT
CATEGORY #1

I. single adverb misplacement

(C.E.L.T. Placement Test)

introductory:

NONE

intermediate:

(Arabic) But her in Indiana University there is no my occupation
only I study general courses.

(Korean) Almost all people, when they decide to school and major,
they are very considering careful.

advanced:

(Arabic) Such areas in my country do not receive the due attention
which it must get, specially when you know that village
and countryside people present about 10 at least from
the total population.

(Chinese, Malay) As we all know, seldom people like to study in
this course.

(Spanish) I like a lot this major and it is probably due to the
fact that I have dreamed to have my own business and
not have anybody telling me my duties and also what I
have to do.

(Low-intermediate class)

(Spanish) It us help with a form exactly with the vocabulary.
[to form the vocabulary exactly]

(Arabic) Just he fixed me and said that's OK.

(Spanish) The topics all can be known through the computer.

II. duplication

(C.E.L.T. Placement Test)

introductory:

NONE

intermediate:

(Arabic) Finally I hope that the people who study in this field
incrase, because Nowadves we find the prablam incrus
because of the incrasing of the rate of many problems
which affict by the difficulty in living nowadavs.

advanced:

(Arabic) Oil is the only sorce which the kingdom depends only.

(Low-intermediate class)

(Spanish) Too a woman studies a lot of matters that a man studies too.

(Spanish) Here you can do many things during your stay here.

III. using two adverbs contiguously

(C.E.L.T. Placement Test)

introductory:

NONE

intermediate:

(Arabic) Firstly because my country needs me so much, especiallv
also because the government spends on my education in
the present.

advanced:

NONE

(Low-intermediate class)

NONE

FIGURE #2 : CONSTITUENT CONFUSION
CATEGORY #2

I. an adverb is used where another constituent is appropriate

(C.E.L.T. Placement Test)

introductory:

(Chinese) But it [=Taiwan] is not very well in language system.

intermediate:

(Arabic) I chose the education for study because in my country people need education very well.

(Arabic) I will study in this University because the Administration program is very well and strong too.

(Arabic) I came here to study hospital administration because is more important for my country in this recently than economic for me.

(Romanian) The Delta of the Danube had been located at the north of the Danube, the big river which across Romania from East to West.

advanced:

(Spanish) My immediately question is why did I choose this field.

(Low-intermediate class)

(Arabic) For us to do that may be unwisely.

(Spanish) Education is a widely subject that we couldn't count its benefits.

(Arabic) The division is very clearly in this society.

(Spanish) It was a new experience, essentially in concerning to study something with a strongly motivation.

(Spanish) The topics all [=all the topics] can be known through the computer.

(Arabic) It helps us with a form exactly [=an exact form] with the vocabulary.

II. another constituent is used where an adverb is appropriate

(C.E.L.T. Placement Test)

introductory:

(Arabic) Also from the study here in Lindley Hall maybe after two or three month was speak very good in English.

(Arabic) This University all the Arab country they know good this University is up always.

(Arabic) I am know and all the people know good this University is good and better.

intermediate:

(Arabic) I think order to live a good life, you must be good educated.

(Korean) Almost all people, when they decide to school and major, they are very considering careful.

advanced:

NONE

(Low-intermediate class)

(Arabic) The students strong resisted the extra homework assignment.

(Arabic) We shouldn't take all life serious.

(Arabic) Sure I will be unhappy.

(Spanish) I said that probabilav he can understand most easy.
I said that probability he can understand most easy.

FIGURE # 2:

CONSTITUENT CONFUSION (cont'd)

III. a constituent is 'created' by mixing constituents together and is used where an adverb (or another constituent) is appropriate

(C.E.L.T. Placement Test)

introductory:

(Arabic) I learning all these things fast because after come to here liveing with students from USA.

(Japanese) I will study detailly them.

(Arabic) Last year ago I went to store wthe my Dhoter.

intermediate:

(Spanish) In anvtime I would learn English, it is very difficult.

advanced:

NONE

(Low-intermediate class)

(Arabic) It helps you to live with happy.

(Arabic) In last year my friend died in a car.

(Thai) Don't walk on evervwhere.

FIGURE #3:
INAPPROPRIATE USAGE
CATEGORY #3

I. confusion of spelling or similarity of sound

(C.E.L.T. Placement Test)

introductory:

NONE

intermediate:

NONE

advanced:

(Spanish) Firstival I chose this field because I have already studied some about administration and I have acquired some knowledge in this area previously.

?(Farsi) [first sentence of the final paragraph of the composition] Formerly I have choosed my future education because of the people, position of the doctors and resëpricating for my family.

(Low-intermediate class)

(Arabic) You have a lot of fun over their.

(Spanish) I didn't see snow before and now I like it to much.

II. semantic conflict between the adverb and verb

(C.E.L.T. Placement Test)

introductory:

NONE

intermediate:

NONE

advanced:

NONE

(Low-intermediate class)

(Arabic) I arrived there at 12.19.81 tonight.

(Spanish) The population permanently increases.

III. confusion involving idioms or fixed expressions:

(C.E.L.T. Placement Test)

introductory:

(Arabic) This the place was very old years, mabay 800 years ago.

intermediate:

(Arabic) I think if I want to be a director, I must have a Master degree at less.

advanced:

(Thai) So if I can help my beloved country to get well in education in at least a very little part, I love to do that.

(Low-intermediate class)

NONE

IV. semantic overextensions [the 'too/very/so' category]

(C.E.L.T. Placement Test)

introductory:

(Chinese) There are too many language in the world, but the most popular language is English.

FIGURE #3:

INAPPROPRIATE USAGE (cont'd)

intermediate:

(Arabic) Firstly because my country needs me so much, especially also because the government spends on my education in the present.

advanced:

(Arabic) Twenty years of teaching work in my mind is too enough period to create an educational attitude.

(Spanish) After since, when I finished my high school I decided to study Administration and I did.

(Thai) So if I can help my beloved country to get well in education in at least a very part, I love to do that.

(Low-intermediate class)

(Arabic) You have a lot of fun over their.

(Spanish) I didn't see snow before and now I like it to much.

V. use of the wrong adverb

(C.E.L.T. Placement Test)

introductory:

(Arabic) I lesen from some student study here in this University and they tell me this University is difficult exactly.

intermediate:

(Arabic) I'll think to finish my English program as soon as possible because I want to study early.

advanced:

NONE

(Low-intermediate class)

NONE

§ indicates mention.
X indicates exercise.

TABLE #1 : DEFINITION, CLASSIFICATION, FORM

Level of Text	Text Name (author, title)	Related to Adjectives (Add -ly)	Semantic Categories (time, etc)	Modifi- cation (V, N, ADJ)	Sentence, Verb Adverbs	Good vs. Well
CODE	DESCRIPTION	1	2	3	4	TOTAL
Intro	¹ Azar, <u>Basic English</u>	§ X	§ X			
Interm/Adv'd	² Azar, <u>Understanding and Using</u>	§	§	§		
Adv'd	³ Crowell	§	§	§		
Interm/Adv'd	⁴ Danielson & Hayden			§ X		
Interm	⁵ Dart I	§ X	§ X	§	§	
Interm	⁶ Dart II					
Intro/Interm	⁷ Dixson, <u>Blue Book</u>	§ X		§ X		§ X
Intro/Interm	⁸ Dixson, <u>Graded Exercises</u>	§ X		§ X		§ X
Intro/L Int.	⁹ Dixson, <u>Regents English</u>	§ X		§ X		§ X
Intro/L Int.	¹⁰ Dixson, <u>Tests & Drills</u>	§ X				§ X
Adv'd	¹¹ Frank, ... <u>reference</u> ...	§	§	§		
Adv'd	¹² Frank, ... <u>exercises (I)</u> ...	X				
Interm/Adv'd	¹³ Hayden, <u>Pilgrim & Haggard</u>		§			
Interm/Adv'd	¹⁴ Heaton, <u>Prepositions and</u>					
Interm/Adv'd	¹⁵ Heaton, <u>Workbooks 1-3</u>					4
Adv'd	¹⁶ Hornby	§	§	§	§	
Adv'd	¹⁷ Mackin & Seidl (ex. for Hornby)		X			
Intro	¹⁸ Nadler, Marelli & Haynes	§ X	§ X			
'remedial'	¹⁹ Praninskas	§	§			§
Intro	²⁰ Rutherford I	§	§			
Interm	²¹ Rutherford II			§		
Intro	²² Samelson	§	§			
Interm/L Adv	²³ Sheeler		§			
Interm/Adv'd	²⁴ Taylor	X				
Interm/Adv'd	²⁵ Thomas & Martinet, <u>Practical Eng.</u>	§	§			§
Interm/Adv'd	²⁶ Thomas & Martinet, <u>Exercises I</u>					
Interm/Adv'd	²⁷ Thomas & Martinet, <u>Exercises II</u>					
Interm/Adv'd	²⁸ Wohl					
Interm	²⁹ Yorkey		X			
	³⁰					
	³¹					

TABLE #2: PLACEMENT

Level of Text	Text Name (author, title)	Adv semantic category 1	Order: Adv's semantic category 2	Order: individual adverbs	Inversion with some adverbs	TOTAL
CODE	DESCRIPTION	1	2	3	4	
Intro	¹ Azar, <u>Basic English</u>	§ X				
Interm/Adv'd	² Azar, <u>Understanding and Using</u>	§			§ X	
Adv'd	³ Crowell		§	§		
Interm/Adv'd	⁴ Danielson & Hayden	§	§ X	§ X	§ X	
Interm	⁵ Dart I					
Interm	⁶ Dart II			X		
Intro/Interm	⁷ Dixon, <u>Blue Book</u>					
Intro/Interm	⁸ Dixon, <u>Graded Exercises</u>	§ X				
Intro/L Int.	⁹ Dixon, <u>Regents English</u>					
Intro/L Int.	¹⁰ Dixon, <u>Tests & Drills</u>	§ X				
Adv'd	¹¹ Frank, ... <u>reference</u> ...	§			§	
Adv'd	¹² Frank, ... <u>exercises (I)</u> ...	§* X	X		X	*charts only
Interm/Adv'd	¹³ Hayden, Pilgrim & Haggard	§ X	§ X			
Interm/Adv'd	¹⁴ Heaton, <u>Prepositions and</u>					
Interm/Adv'd	¹⁵ Heaton, <u>Workbooks 1-3</u>					
Adv'd	¹⁶ Hornby	§	§	§		
Adv'd	¹⁷ Mackin & Seidl (ex. for Hornby)		X			
Intro	¹⁸ Nadler, Marelli & Haynes	§ X				
'remedial'	¹⁹ Praninskas	§				
Intro	²⁰ Rutherford I					
Interm	²¹ Rutherford II					
Intro	²² Samelson	§	§			
Interm/L Adv	²³ Sheeler					
Interm/Adv'd	²⁴ Taylor	X	X			
Interm/Adv'd	²⁵ Thomas & Martinet, <u>Practical Eng.</u>	§		§		
Interm/Adv'd	²⁶ Thomas & Martinet, <u>Exercises I</u>					
Interm/Adv'd	²⁷ Thomas & Martinet, <u>Exercises II</u>					
Interm/Adv'd	²⁸ Wohl	§ X			§ X	
Interm	²⁹ Yorkey	§* X	§ X			*charts only
	³⁰					
	³¹					

TABLE #3 : INAPPROPRIATE USAGE

Level of Text	Text Name (author, title)	Spelling	Adverbs w/ Verb Tenses	Special Case Adv.	Semantic Overextens.	Comparison
CODE	DESCRIPTION	1	2	3	4	TOTAL
Intro	¹ Azar, <u>Basic English</u>		§ X			§ X
Interm/Adv'd	² Azar, <u>Understanding and Using</u>					§ X
Adv'd	³ Crowell	§				§
Interm/Adv'd	⁴ Danielson & Hayden					§ X
Interm	⁵ Dart I	§	X	§ X	§ X	§ X
Interm	⁶ Dart II		§ X	§ X	X	
Intro/Interm	⁷ Dixson, <u>Blue Book</u>					§ X
Intro/Interm	⁸ Dixson, <u>Graded Exercises</u>			§ X	§ X	§ X
Intro/L Int.	⁹ Dixson, <u>Regents English</u>					§ X
Intro/L Int.	¹⁰ Dixson, <u>Tests & Drills</u>					§ X
Adv'd	¹¹ Frank, ... <u>reference</u> ...			§	§	§
Adv'd	¹² Frank, ... <u>exercises (I)</u> ...	X				
Interm/Adv'd	¹³ Hayden, <u>Pilgrim & Haggard</u>					
Interm/Adv'd	¹⁴ Heaton, <u>Prepositions and</u>					
Interm/Adv'd	¹⁵ Heaton, <u>Workbooks 1-3</u>					
Adv'd	¹⁶ Hornby				§	
Adv'd	¹⁷ Mackin & Seidl (ex. for Hornby)		X	X	X	X
Intro	¹⁸ Nadler, Marelli & Haynes		§ X	§ X	§ X	
'remedial'	¹⁹ Praninskas		§ X		§ X	§ X
Intro	²⁰ Rutherford I		§			§
Interm	²¹ Rutherford II		§			
Intro	²² Samelson			§	§ X	§
Interm/L Adv	²³ Sheeler				§	
Interm/Adv'd	²⁴ Taylor				X	X
Interm/Adv'd	²⁵ Thomas & Martinet, <u>Practical Eng.</u>	§		§	§	§
Interm/Adv'd	²⁶ Thomas & Martinet, <u>Exercises I</u>				X	
Interm/Adv'd	²⁷ Thomas & Martinet, <u>Exercises II</u>					
Interm/Adv'd	²⁸ Wohl		§ X			
Interm	²⁹ Yorkey			§		
	³⁰					
	³¹					